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Educational News and Editorial Comment

A BROADER VIEW OF HOME ECONOMICS

During the summer the American Home Economics Association held its annual meeting in Chicago. Throughout the sessions there was constant reference to the urgent need at this time of emphasis on intelligent organization of the home. A platform was adopted expressing the convictions of the members of the Association. The relations of home economics to the child welfare movement and to the movement for the promotion of public health were pointed out in this platform, as was also the relation of home economics to conservation of food, fuel, and clothing. The platform devotes two paragraphs to the statement that boys as well as girls should be included in the sphere of influence of the department. The department is evidently willing to assume in this way additional responsibilities.

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One cannot help feeling that the platform is vague in its conception of the methods of securing an extension of the homemaker's horizon; that it fails absolutely to bring out the broader social implications of the homemaking problem. There is a kind of concentration of attention on a few immediate problems which gives the painful impression that home economics has not yet developed a perspective. There is no symptom of recognition of the fact that the home is only one part of a great whole which is today transformed into an entirely new kind of machinery for defending civilization.

It is well for the home to receive attention, but if boys and girls are to understand the home they will have to understand the army and the issues which are being fought out in France. If girls are to be intelligent about conservation, they will have to see beyond food, fuel, and clothing. The fact is that much of the thinking about home economics still suffers from the traditional narrowness of the common conception of woman's sphere. Many a teacher of home economics seems to think that girls can learn about society and its organization by specializing in cooking and dressmaking. The fact is, of course, that the great sweeping movements which have caught up the home and all our other social institutions can be no more understood from inside the home than the universe can be understood from within a castle.

Why does the Home Economics Association fail to see that girls in high schools need to be taught fully and explicitly what the Department of Agriculture is, what the Department of the Interior is, what the United States Treasury is? We are all of us concerned in a very vital way with these great governmental agencies which control the home and the gigantic forces that are sweeping the home along in their current. Why does the Home Economics Association make no reference in its platform to the study of the market system of the United States? Why is not the study of the railroad

system included? The refrigerator car alone has transformed our mode of living. The impression created by the reading of the platform is that those who drafted the platform do not see these broader matters. They are microscopically concentrated on the immediately near-at-hand and the result is that girls are being misled into the belief that they are modern and scientific because a few modern phrases are used in discussing a narrow specialty, when in reality the door has not been opened as it should be for the broad survey of present-day social organization.

Now is the time to change all this. Girls are to have during the period of the war almost a monopoly of higher education outside of the purely technical lines. They ought to realize and their advisers ought to understand that there is no study too broad in its scope for the girls. Home economics ought to expand until girls are taught that society in its broad sense includes every aspect of industry, transportation, and agriculture. Girls ought to understand that they must train themselves in the most comprehensive principles of industrial and social management. The new program for women is not a home program in the narrow sense; it is a social program. Until the home economics teachers see this they ought not to try to administer the work to either girls or boys.

Lest someone should feel that the criticism of the platform is unjust, the whole document is herewith reproduced.

The American Home Economics Association recently held its annual meeting at the University of Chicago and at Hull House, Chicago. The membership of the Association is composed of men and women who are interested in improving conditions of living in the home, the institutional household, and the community.

In view of the unusual responsibilities now resting upon the home and the institutional household, in the promotion and maintenance of conservation of health, food, clothing, fuel and other essentials, the Association determined to reaffirm its platform in the following statements:

It is voted to work through the coming year, individually and collectively in full co-operation with government agencies, to forward the following causes:

I. To establish and maintain instruction in the elements of home management, including the principles of nutrition, the proper choice and preparation of foods, thrift and economy in the use of clothing, fuel, and other household essentials to all girls in the higher elementary grades and in the high schools, at least in the first two years.

II. Inasmuch as the administration of the household is of common interest and importance to both men and women, and the maintenance of the individual away from home also demands an understanding of these matters, to urge appropriate instruction for boys as well as for girls as far as practicable, in matters relative to the welfare and maintenance of the individual and of the home.

III. To promote the establishment of departments of home economics in normal schools and colleges and courses dealing with questions of public health, nutrition and thrift open to all students, both men and women.

IV. To co-operate in the extension of Home Economics instruction in the conservation of food, fuel, clothing and other household essentials to housewives desiring such assistance.

V. To further, individually and collectively, the campaign for child welfare through the establishment of courses of instruction in child care and child welfare in schools and colleges, and through active cooperation with the Children's Bureau.

VI. To aid all community enterprises which extend the ideals of Home Economics or promote the improvement and maintenance of health.

VII. To support and maintain the Journal of Home Economics as a means of extending knowledge of the subject and of promoting thought and discussion.

VIII. To promote research by encouraging and aiding investigations and research in universities, and by meetings local and national, in order that knowledge may be increased, and public opinion informed and advancement made secure by legislative enactment.

IX. To give active support to all legislation, state and federal, which aims to secure any of the ends which we are working to promote.

X. For the above purposes rally all the members of the national association; to stimulate local and state associations to increased endeavor in these directions, and to ask for the co-operation of other existing volunteer agencies now engaged in related movements such as, the Federation of

Women's Clubs, the Red Cross, Social Service Organizations, Public Health, Nursing Association.

The Council of the Association is hereby authorized and empowered to take appropriate measures to forward this program.

REORGANIZATION AT BROWN UNIVERSITY

Brown University has been undergoing during the past twelve months an internal reorganization which brings out certain fundamental educational principles which are likely to be recognized very widely in the immediate future.

The statement of the way in which the reorganization came about is given in the official announcement in the following paragraphs:

The change will embody the announced conviction of the faculty that the old order of instruction should be materially altered to make the university more useful to the country in this time of unprecedented stress. Last year what is characterized as an "opportunistic" policy prevailed at Brown. There was a general realization that classroom and workshop courses should be adapted to war conditions, and this adaptation was begun in a tentative and desultory way.

The general desire for a farther reaching and more systematic readjustment led, at the last regular faculty meeting of the academic year in May, to the appointment of a committee of 12, not merely to suggest a definite new system, but with actual power to put such a system into effect for the duration of the war, subject to the approval of the Board of Fellows.

The first change made on the recommendation of the Committee was a readjustment of the college year. When Brown opens in September it will be for continuous sessions. The calendar year will hereafter be divided into three academic terms of sixteen weeks each.

The all-round-year for colleges has been organized during the year past by a number of institutions, including Stanford and the state universities of Washington and Montana. The evident conservation of institutional equipment and of the time of students makes it unnecessary to argue at length for this kind of change. It involves an increase in the annual

budget to inaugurate the plan and keep it up, because the amount of instruction given in a year is materially increased by the change. This increased cost plus inertia on the part of faculties and boards of education is holding back many institutions which ought to be encouraged by the example of Brown to begin an all-round-year. The experience of the University of Chicago in this matter is unequivocally in favor of continuous sessions.

The second change which Brown has inaugurated has to do with the grouping of courses. The experience of the past thirty years has shown that the elective system tends to strengthen departmental lines. It is very common for departments in their striving for numbers of students to overlook the practical needs of students. For example, it is very natural for an English department to strive to secure as many required years as possible within its own boundaries on the theory that English is the most valuable subject in the world. So is it also with other departments less successful in getting on the required list. In these days of war all departments have come to recognize the fact that there are considerations which transcend in importance the desire to maintain departmental boundaries. First, the demands of the war must be met and, second, those of practical life.

The statement published in the *Providence Journal* regarding Brown's new program is as follows:

The main purpose of the changed courses is to emphasize the relationship of the classroom, workshop and laboratory to life, particularly life under present conditions. Every department, it is said, will conform its instruction to wartime requirements. Stress will be laid on the problems to which the world struggle is daily giving rise. Army and Navy training will be made prominent. A new military department has indeed been in operation for some months, and one of the few naval units thus far planned for any American college will begin work in the fall. The student, moreover, will have a choice among half a dozen courses of definitely "grouped" studies during most of his course, so that his mastery of some one specialized line will be

facilitated. This does not mean that the so-called cultural studies will be abandoned or that there will no longer be any attempt to give the student a well-rounded college course. But it does mean that the way is to be cleared for him to select naturally affiliated subjects of instruction for himself and so prepare himself more fully for a successful after career.

The new plan will require material support. It is called by its promoters a plan of "aggressive adaptation" as opposed to "passive retrenchment." Confronted in common with other educational institutions with a loss of students and decreased income, Brown has courageously and patriotically determined to increase its public usefulness instead of diminishing it.

Within the departments as well as in the grouping of courses there will be changes looking in the direction of service. The *Evening Bulletin* of Providence puts the matter as follows:

Efforts will be made in all the university departments to meet the needs of students with special reference to the war. Thus, in the department of geology stress will be laid on map drawing and the study of climatic conditions. In the study of European history, a considerable portion of the year will be devoted to the interpretation of the present world struggle and the diplomacy connected with it. In economics the United States Government's railroad and labor policies will be stressed. In the department of mathematics, for the first time so far as known at any institution of learning, there will be a course in general mathematics, which will aim to give the student a new conception of mathematics as an orderly whole and enable him to apply to the practical problems of everyday life whatever branch of the subject is most adaptable to the case in hand. The student will be taught to read graphs, solve problems in engineering and statistical work, and the like.

In the department of social science emphasis will be put on the various war-time philanthropies, such as the Red Cross and the Y. M. C. A., rehabilitation work and work in camp. Courses in argumentation and logic will be directed to war problems. The department of biology will discuss matters of camp sanitation and hygiene. The engineering department will give courses in military and naval engineering and in wireless telegraphy.

There will be French and German war courses, with study of military terms and the literature covering the present situation, including official documents.

The endeavor of the committee has been first "to strengthen the relation of classroom instruction to life," and second, to provide, by the regrouping

of courses, "that the student shall have a liberal measure of training along some one line together with a broad and general cultural background." The concentration groups are not planned to take a man's entire time, but only from a third to a half of it.

The new grouping, it is pointed out, conforms largely to the student's future occupation. Already many Brown alumni have assumed positions of large importance by reason of the special training received in college, and the fruits of the new system, it is expected, will be seen in a larger contribution of efficient graduates to meet the larger public need.

Thus the war is giving to education a new perspective. The practical parts of courses and curricula are coming into the foreground. This will in the long run help those aesthetic and literary subjects which have in the past held themselves aloof from the practical, for these subjects will be vitalized in content and will also in their applications come to recognize as entirely legitimate the principle that the highest education should be for service.

TRAINING TECHNICAL EXPERTS

The War Department has found it necessary to take steps to secure trained workers in various lines. Indeed, as stated in a bulletin issued by the Bureau of Education early in the summer, all departments of the government service have found it extremely difficult to supply the necessary experts for the work which had to be done both in this country and abroad by skilled workmen.

The War Department has been trying a very interesting experiment in intensive training at a number of schools and universities. Squads of men have been at work for periods of eight weeks under instructors who give them courses eight hours a day. These men are under military discipline and have in addition to the work which they do in the shops a certain amount of military drill. The concentrated training which they have received has been most successful. In the period of eight weeks men who heretofore have occupied

positions as clerks and secretaries have been changed into journeymen carpenters or they have been given sufficient familiarity with mechanics to be very serviceable to the army in repair work and other similar lines. Whether it is the strong incentive of the war or the fact of concentrated training that has made possible this rapid education of the men is a matter that it is not very important to discuss. The main fact is that when society needs skilled workers they can be turned out, if the conditions are properly organized, at a rate heretofore unheard of.

The training of experts in chemistry and engineering has gone much more slowly, for the simple reason that this higher form of training involves not mere technical ability, but also the acquisition of a large body of scientific material. Institutions of higher education are being transformed by the demands of the war into training schools for these experts of higher classes and here again experience will undoubtedly make it evident that economy in education can be effected if the motive is strong enough.

The Bureau of Education in a recent bulletin has emphasized all these matters by calling attention to the fact that there is need all along the line for the training of experts. The full statement made by the Bureau of Education is well worth the attention of educational officers of all grades of schools. The statement is as follows:

Closely in line with the War Department's recommendations to make the draft ages 18 to 45, with provision for training of the younger men, is the report of Secretary Lane's special committee on higher education and industry just made public, wherein the Nation's need for technically trained men is defined and a specific higher education program urged.

The Committee, which consisted of Fuller E. Callaway, a financier of LaGrange, Ga.; Samuel M. Felton, director-general of military railways for the War Department, and President E. A. Alderman, of the University of Virginia, seeks to show how essential it is, if the Government's far-reaching military plans are to be carried out successfully, that the processes of higher

education be maintained at the highest possible efficiency—especially those having to do with the future supply of men and women trained in scientific and technical subjects, including teachers in these fields.

That it is impossible to exaggerate the importance of engineering knowledge and skill, in the broadest sense, is the judgment of Secretary Lane's committee not only directly in the conduct of military operations, but indirectly in the essential war industries, including agriculture. The report says:

"The engineering problems confronting the United States are infinitely greater than those of any other of the great nations. For an average distance of more than 4,500 miles, across the continents and the seas, we must transport all of the men, munitions, and supplies which are to represent us in this great struggle.

"Furthermore, the central powers prepared themselves for this conflict over a long period of years, and by this means determined its character to their own advantage in large measure. The loss by our Allies of men of highly specialized training in the early stages of the war, and the difficulties in the way of recovery, leave this Nation in the position of trustee of the only remaining sources of supply."

THE STUDENT ARMY TRAINING CORPS

The matters discussed in the last two notes belong to a period before the new draft law. Now that boys of eighteen are included in the draft the colleges face an entirely new situation. They have been transformed into preparatory schools for the Officers' Training Camps. There is practically nothing left, so far as the boys of this country are concerned, of the old type of easy-going college education. The subjects studied are to be those regarded by the War Department as essential to the making of a soldier. The discipline is to be military. The duration of any individual's course is in the hands of the War Department. The direction in which the War Department will send any given boy will depend on the ability and concentration which he exhibits in his work.

As the *Review* goes to press reports are coming in of enormous freshman classes in those colleges which have been approved by the War Department for this work.

It is interesting to speculate on what all this will mean for the future of higher education. The rattling of many dry bones is heard in the land. The old-time intellectual snobbery of a few fossilized academic cults is likely to disappear in the shuffle. There is a new day dawning when educational values will be more truly estimated by a nation purged of false tradition through the experience of a great emergency.

THE LA VERNE NOYES FOUNDATION

One of the most generous benefactions the University of Chicago has ever received is the recent gift by Mr. LaVerne Noyes of \$2,500,000. The income of these funds, which are to be known as "The LaVerne Noyes Foundation," is to be expended in paying the tuition in the University of Chicago of soldiers of this war and of their children and descendants. Annual provision is thus made for a considerable part of the college expenses of several hundred young people.

Mr. Noyes declared that it is his desire "to express his gratitude to those who ventured the supreme sacrifice of life for their country and for the freedom of mankind in this war, and also by giving them honor, to aid in keeping alive through the generations to come the spirit of unselfish, patriotic devotion without which no free government can long endure or will deserve to endure."

WOUNDED AND DISABLED SOLDIERS

Science for August 23, 1918, published an authorized statement of the status of disabled soldiers returned to this country from the front, presumably up to August 1. To five general reconstruction hospitals 537 cases have been sent. Of these, 151 are able to return to full duty; 212 are able to return to partial duty; only 39 will be unable to follow their former occupations. From the moment that these men

landed in the United States efforts have been made to keep their minds and hands occupied. In the wards of the hospitals the men are occupied with wood-carving, weaving, printing, typewriting, and the like. Upon men who show any aptitude, academic studies are urged. After leaving the wards the soldiers are given instruction in schools and shops. At present 132 are being instructed in mechanics and repair work; 151 in shorthand and typewriting; 235 in agriculture; 47 in telephone work; 49 in business.

ALLOTMENTS MADE BY THE FEDERAL BOARD OF INDUSTRIAL EDUCATION

The Federal Board of Industrial Education announces that during the first year of its existence allotments have been made amounting, all told, to \$1,650,000. The Board further intimates that every state in the Union has participated in these allotments. Sums set aside for 1918-19 will amount to \$2,307,000, and the Board predicts that by 1925 the federal subsidy alone will exceed \$7,000,000. These are enormous sums of money; and when it is considered that every dollar given by the federal government under the Smith-Hughes Act has to be equaled by the state co-operating, the degree of uniformity of action which is ultimately possible is almost staggering. The Board does not seem to have intimated just what proportion of the 1918 subsidy has so far been covered dollar for dollar by the various states. Of course this is the interesting and vital fact which the public needs to know if we are to become aware of just how far the contemplated program is being adopted.

Upon this question the report of the Board does throw some light. Courses in agriculture have been established in 41 states, home economics in 29, and trade and industrial courses in 32 states. All three of these lines of work have been inaugurated in 22 states, while teacher-training courses

have been begun in 46 states. The data are not specific as to how widespread within the states these adoptions extend. We are informed, to be sure, that high schools are largely being utilized by the local boards. In New York 69 secondary schools are aided in agriculture, and 40 in trades and industry. Indiana has accepted and met the requirements for agriculture in 27 schools and for trades and industry in 21 schools. A southern state, Mississippi, has met the requirements for agriculture in 34 schools.

SCHOOLS AND THE WAR IN ENGLAND

“At the beginning of the war, when first the shortage of labor became apparent, a raid was made upon the schools, a great raid, a successful raid, a raid started by a large body of unreflecting opinion. The result of that raid upon the schools has been that hundreds of thousands of children in this country have been prematurely withdrawn from school, and have suffered an irreparable damage, a damage which it will be quite impossible for us hereafter adequately to repair. That is a very grave and distressing symptom.”—H. A. L. FISHER, President of the English Board of Education.

“Any inquiry into education at the present juncture is big with issues of National fate. In the great work of reconstruction which lies ahead there are aims to be set before us which will try, no less searchingly than war itself, the temper and enduring qualities of our race; and in the realization of each and all of these, education, with its stimulus and discipline, must be our stand-by. We have to perfect the civilization for which our men have shed their blood and our women their tears; to establish new standards of value in our judgment of what makes life worth living, more wholesome and more restrained ideals of behavior and recreation, finer traditions of co-operation and kindly fellowship between class and class and between man and man. These are tasks for a

nation of trained character and robust physique, a nation alert to the things of the spirit, reverential of knowledge, reverential of its teachers, and generous in its estimate of what the production and maintenance of good teachers inevitably cost."—Report of the English Committee on Juvenile Education in Relation to Employment after the War.

ACCURACY OF OBSERVATION AND STATEMENT

In a commencement address prepared for the June, 1918, convocation of Reed College, President Eliot, with characteristic directness lays his hand upon several serious defects in American education. His gravest charge is that as a people we are characterized by gross inaccuracy in observing and in reporting; we are also extremely gullible.

Mr. Eliot says:

Since the United States went to war with Germany there has been an extraordinary exhibition of the incapacity of the American people as a whole to judge evidence, to determine facts, and even to discriminate between facts and fancies. This incapacity appears in the public press, in the prophecies of prominent administrative officials, both state and national, in the exhortations of the numerous commissions which are undertaking to guide American business and philanthropy, and in the almost universal acceptance by the people at large, day by day, of statements which have no foundation, and of arguments the premises of which are not facts or events, but only hopes and guesses. It is a matter of everyday experience that most Americans cannot observe with accuracy, repeat correctly a conversation, describe accurately what they have themselves seen or heard, or write out on the spot a correct account of a transaction they have just witnessed. These incapacities are exhibited just as much by highly educated Americans as they are by the uneducated, especially if the defects of their education have not been remedied in part by their professional experience. . . .

Remedies are the substitution of teaching by observation and experiment for much of the book work now almost exclusively relied on; the cultivation in the pupils of activity of body and mind during all school time—an activity which finds delight in the exercise of the senses and of the powers of expression in speech and writing; the insistence on the acqui-

tion of personal skill of some sort; the stimulation in every pupil of interest in his work by making the object of it intelligible to him, whether that object be material or spiritual; the inspiration in every child of tastes and sensibilities which he can use to promote actually his present enjoyment and therefore in all probability his future happiness; and finally the persistent teaching of every pupil how facts are got at in common life, how to make an accurate record of observed facts, and how to draw safe inferences from well-recorded facts. Every boy and girl in school should learn by experience how hard it is to repeat accurately one short sentence just listened to, to describe correctly the colors on a bird, the shape of a leaf, or the design on a nickel. Every child should have had during its school life innumerable lessons in mental truth-seeking and truth-telling. As things now are, comparatively few children have any direct lessons in either process.